College and Career Ready IEP Teams Discuss . . .

Shared Vision of High Expectations for College, Career, and Community Readiness

- What are the Shared Hopes and Dreams for the Student for Life Beyond High School?

- Does Everyone on the IEP Team Know about Future Options for Students with IEPs in College and Career?

- What Messages are we Sending the Student to Build the Student's Self Efficacy, Confidence, and Independence?

Student Voice and Point of View on Strengths, Interests, and Needs

- What ways Can the Student Share with the IEP Team the Student's Strengths, Interests, and Needs?

- What does the Student Feel Adults can Do to Assist the Student in Achieving the Student's Goals?

- What Services, Supports, and Accommodations Does the Student Feel are Most Helpful? Why?

Families' Hopes, Perspectives, Culture, Insights, and Concerns for their Child

- What are the Families' Hopes and Dreams for the Student for Life Beyond High School?

- What has the Family Tried in the Past to Assist their Child?

- What does the Family Feel is Most Important in their Child's Education?

- What Information can the Family Share about their Family Culture which can Help the IEP Team Know the Student and Build Relationships?

Student's Disability-Related Needs in Relation to Accessing and Achieving Grade Level Universal Instruction, Academic Standards, and Functional Expectations

- What are the disability-related needs for this student?

- Are there functional needs which impact access or achievement in the universal instruction?

Other Factors Influencing Access and Achievement

- Did we name any reasons which are NOT disability related?

- How does the educational program address needs NOT related to disability?

Student Relationships with Each Team Member and How Each Team Member is Able to Support the Student in Accessing and Achieving Grade Level Universal Instruction, Academic Standards, and Functional Expectations

- What are some ways team members or others have developed relationships with the student?

- How will each team member contribute to the student's access to and achievement in the universal instruction?

College and Career Ready IEP Teams Plan . . .

Student Access to Universal Instruction, School Activities, and Community

- What are the Activities, Classes, and Skills the Student is able to Do Independently?

- When Does the Student Need Adult Support?

- When and How can the Student Access Support from Peers?

- Is the Student Missing Any Activities, Instruction, or Opportunities the Student would have if She / He did Not Have an IEP?

Focus of IEP to Identify Academic Standards and Functional Expectations Most Needed for Student to Access Instruction and Accelerate Achievement

- What Academic Skills / Standards will Most Benefit the Student to be Academically Successful?

- What Classes or Subjects does the Student Need to be Ready for College and Career?

- What Functional Skills are Most Needed for the Student to be able to Engage and be Assessed in the General Education Classroom, Instruction, and Peer / Adult Relationships

- What Functional Skills are Most Needed for the Student to be Successful in College, Career, and Community?

Using Assessments, Evaluations, and other Information to Inform Services, Supports, and Accommodations which Lead to Accelerated Growth in Academic Achievement and Increased Access to Universal Instruction

- What is the story behind the data?

- What has worked in the past?

- What are the skill deficits?

- What are the performance deficits?

- Are we individualizing or categorizing?

College and Career Ready IEP Teams Plan . . .

Instruction and Include Multiple Ways Student can Engage, Access, and be Assessed in the Universal Instruction

- What Supports and Accommodations will the Student be Able to Access After High School?

- How Might Student Strengths and Interests Assist with Engagement in Specific Classes, Activities, and Achievement of IEP Goals?

- What Options will Colleges and Careers Provide the Student to Show Learning, Demonstration of Knowledge, or Choices on Completing Work?

Connections between Family and School to Support Student Learning, Goals, and Accommodations

- What is the Family Doing already Doing at Home which Supports the Goals and Accommodations in the IEP?

- When are Some Times and What are Some Places when the Student is Not at School where Additional Learning and Support Might Take Place?

- How can the Families' Culture Inform and Support the Academic and Functional Goals in the IEP?

College and Career Ready IEP Teams Ensure . . .

Data Collection on Goals, Services, Supports, and Accommodations *Inform* Future IEP Decisions

- What Data and Information should we Collect to Inform Future IEP Meetings?

- How and How Often will Progress on Goals be Measured?

- What Academic Information will be Used to Measure Progress in Grade Level Standards?

- How will we Know if Accommodations assist with Access and Achievement in the Universal Instruction?

- How will we know if other Supports (ex: behavior plans, assistive technology) assist with Access and Achievement in the Universal Instruction?

Goals in IEP *Support* the Strengths and Needs Identified in Present Levels of Performance

- What Information from Student Strengths, Interests, and Point of View are Included in IEP Goals?

- How do IEP Goals Allow for Multiple Means for Student to Engage, Access, and be Assessed?

IEP Services, Related Services and other Supports such as Assistive Technology, Accessible Instructional Materials, or Academic and Functional Accommodations in IEP *Support* the IEP Goals

- What Information from Student Strengths, Interests, and Point of View are Included in IEP Services, Related Services, Supports, and Accommodations?

- How will Instruction Allow for Multiple Means for Student to Engage, Access, and be Assessed?

- How will Related Services Assist the Student to Access and Achieve in the Universal Instruction?

- How will Educators be Provided with Tools and Information to Support the Student's Services, Accommodations, and Supports?